

A COMPARATIVE STUDY BETWEEN USING TAI AND SQ3R IN TEACHING READING COMPREHENSION OF PROCEDURE TEXT (A STUDY AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 PADANG BOLAK JULU IN 2022/2023 ACADEMIC YEAR)

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Abstract: *The purpose of this research to know whether 1) there is any significant effect of using TAI in teaching reading comprehension of procedure text, 2) there is any significant effect of using SQ3R in teaching reading comprehension of procedure text, 3) which one is better of using the TAI and SQ3R learning models in teaching reading comprehension of procedure text to eleventh grade students of SMA Negeri 1 Padang Bolak Julu. This research used experimental model. The population consist of 166 students which taken by using purposive sampling technique, the sample of TAI is 26 student and sample SQ3R is 28 students. In collected data the researcher used test. The result of this research: 1) there is any significant effect of using TAI learning model in teaching reading comprehension of procedure text with score N- Gain = 35.87, 2) there is any significant effect of using SQ3R learning model in teaching reading comprehension of procedure text with score N- Gain = 19.92, and 3) TAI is better than SQ3R learning model because score N – Gain of TAI is more than SQ3R learning model.*

Keywords: *reading comprehension, procedure text, TAI, SQ3R, learning model*

Abstrak: *Tujuan dari penelitian ini adalah untuk mengetahui apakah 1) ada pengaruh yang signifikan dari penggunaan TAI dalam pengajaran pemahaman membaca teks prosedur, 2) ada pengaruh yang signifikan dari penggunaan SQ3R dalam pengajaran pemahaman membaca teks prosedur, 3) mana yang lebih baik dari penggunaan model pembelajaran TAI dan SQ3R dalam pengajaran pemahaman membaca teks prosedur pada siswa kelas XI SMA Negeri 1 Padang Bolak Julu. Penelitian ini menggunakan model eksperimen. Populasi penelitian ini terdiri dari 166 siswa yang diambil dengan menggunakan teknik purposive sampling, sampel TAI berjumlah 26 siswa dan sampel SQ3R berjumlah 28 siswa. Dalam pengumpulan data peneliti menggunakan tes. Hasil dari penelitian ini: 1) ada pengaruh yang signifikan dari penggunaan model pembelajaran TAI dalam pengajaran pemahaman membaca teks prosedur dengan nilai N-Gain = 35,87, 2) ada pengaruh yang signifikan dari penggunaan model pembelajaran SQ3R dalam pengajaran pemahaman membaca teks prosedur dengan nilai N-*

Gain = 19,92, dan 3) TAI lebih baik daripada model pembelajaran SQ3R karena nilai N-Gain TAI lebih besar daripada model pembelajaran SQ3R.

Keywords: *pemahaman membaca, teks procedure, TAI, SQ3R, model pembelajaran.*

I. INTRODUCTION

Reading comprehension is a communication between reader and writer. Reading Comprehension is an act of understanding written discourse or in other words understanding the author's message through written discourse. Commonly, the purpose of reading is to connect the ideas on the passage to what have already been known the meaning of text. However, the reader sometimes gets difficulty to understand the purpose of the writer.

Reading comprehension is also taught on the eleventh-grade students of SMA Negeri 1 Padang Bolak Julu. There are some kinds of text that taught at eleventh grade students of SMA Negeri 1 Padang Bolak Julu, such as reading comprehension of descriptive text, narrative text, report text, recount text, explanation text and procedure text.

Based on observation at the eleventh-grade student of SMA Negeri 1 Padang Bolak Julu, reading comprehension learning still

uses teacher centered learning. The teacher is more dominant as a learning center and students are less active in learning. Teacher centered learning is monotonous learning model so students be getting bored, less responsible for the learning process, and some students are busy with their own business. Thus, a lot of students get reading comprehension achievement is under the Minimum Completion Criteria. Minimum Completion Criteria are learning completeness criteria determined by the education unit with reference to the graduate competency standards. Their average in reading comprehension achievement of Procedure Text (Pre-test) 40. The score is not like expectation, while their Minimum Completion Criteria is 75. The efforts made by teacher are to choose creative and innovative games to create fun learning plans so that students do not feel bored, students find it easy to understand new material and improve the achievement of reading skills.

There are a lot of learning model that apply in class, such as STAD (Student Team Achievement Division) learning model, KWL (Know –Want to know- Learned), Group Investigation, Direct Learning or Direct Instruction, Problem Based Learning, PQ4R, Directed Reading Activity, CIRC (Cooperative Integrated Reading and Composition), SQ3R (Survey, Question, Read, Recite, Review) learning model and TAI (Team Accelerated Instruction) learning model. Every learning model has advantages and disadvantages. Based on the advantages and disadvantages, the research will focus two learning model namely TAI learning model and SQ3R learning model.

TAI is a learning model where students are divided into heterogeneous small groups. TAI is one of the learning model that combines individual learning and group learning. TAI learning model offers groups or teams to help students who have low abilities in learning and can increase students' learning motivation, train students to work in groups, and can also reduce the

assumption that learning is difficult. This learning model is very appropriate to help students solve learning problems, help students develop abilities, motivate students in learning, students become more active. This learning model is easy to learn by teachers and students.

SQ3R learning model is designed to help students understand subject matter and the students are divided become such small groups. SQ3R learning model is a way of reading to find the main ideas and ideas and supporters and helps to remember for longer. This learning model is very appropriate makes students' curiosity increase, students become more active, makes students' memory stronger, students more easily understand the material taught and developing critical reading skills. This learning model also is easy applied in the class.

Based on the advantages the both learning models above, the research will compare the both learning models in teaching reading comprehension of procedure text. The

research will conduct at the eleventh-grade student of SMA Negeri 1 Padang Bolak Julu. The research chooses SMA Negeri 1 Padang Bolak Julu because researcher found a problem that wanted to be researched at this school. The other reason there is no research that has conducted research with the same title in this school.

1. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is a redundant phrase, because without comprehension reading has not truly happened. In teaching reading comprehension, there are some problems that can be identified in this research.

According to Linse (2005: 69) defines Reading comprehension is a set of skills that involves understanding and deriving meaning from the printed word. In to be able to read, we must be able to decipher (vocalize) the printed words and understand what we read.”

Next, Zimmerman (2009) says, "Reading comprehension is essentially the ability to understand what has been read". Lubis, L. R. (2018) say, "Reading comprehension is the ability reading text and understanding the meaning contained therein". In line Abidin (2010:127) states, "Reading comprehension can also be interpreted as a series of processes that the reader to find information and understand the information contained in a reading text."

There are some indicators of reading comprehension of procedure text. This addition, the research will present four indicators, namely: 1). topic, 2). main idea, 3). supporting sentence, and 4) vocabulary

1. Topic

Topic is the general subject of a text. It is what we talk about in general. Topic in the text is not sentences, but word or phrase, such as love, rainy season, school, economy, politics, etc. Topic describes the main core of the entire content of the writing that

will be conveyed. According to Bahne (2010:1) "Topic is the subject, what the text is about." In addition, Belmont and Sharkey (2011:225) says, "Topic is a specific are marked out for discussion. While, Langen and Jenskin (2012:1) say, "The topic is the subject that the selection is about the main idea can usually be located if you can determine what the topic is".

2. Main Idea

Main idea is an idea that becomes the core of a paragraph. Every paragraph has a main idea so that the reader knows what the writer wants to convey in his writing. Main idea is the most important or central thought of a paragraph or large section of text, which tell the reader what the paragraph is about.

Langen and Jenskin in Harahap (2012:1) defines, "Main idea is chief point an author is making about topic. It sums up the author's primary message." While, Behne (2010:1) says, "Main idea is the most important idea about the topic (usually a sentence)." Then, Boundbey (2014:1) says, "The main ideas are

the backbone of the argumentation. They directly support the thesis and together they cover all the major issues that are raised by the thesis in order to ensure that the topic is fully explored.” Nur Cholis and Hanif (2007) says, the main idea is the essence or content of a reading”.

3. Supporting Sentence

Supporting sentence is sentences that support or develop the main idea of a paragraph. Supporting sentences give information or explain and expand the idea of the paragraph. Supporting sentences in a paragraph give information in order to explain, describe, and develop the main idea in the topic sentence. According to Siahaan (2008:33), “The supporting sentence of a paragraph develops topic sentence. They give function as the body of the paragraph.”

Then, Langen and Jenkins (2012:3) say, “A paragraph contains facts, statements, examples specify which guide us to a full understanding of the main idea. They clarify, illuminate,

explain, describe, expand, and illustrate the main idea and are supporting details.” Meanwhile Bahne (2010:1) says, “Supporting details is bits of information used to support main idea”. Then, Langen and Jenkin (2012:1) states, “Supporting details is a paragraph contains facts, statement, example specifies which guide us to full understanding of the main idea”.

4. Vocabulary

Vocabulary is the basic language aspect that must be mastered before mastering Reading Comprehension. Vocabulary is the collection of words that an individual knows. Vocabulary is as the total number of words in a language, vocabulary is a list of words with their meanings.

According to Hornby in Utami (2015:7), “Vocabulary is all the words that a person knows or uses when they are talking about particular subject in particular language.” Similarly, Nation in Izzah (2015:7) says, “Vocabulary is central to language”. Furthermore Suyanto (2010:43) states, Vocabulary is a collection

of words that are owned by a language and provide meaning when we use the language meaning when we use that language. This means that vocabulary is a part of a language where each language has a different vocabulary.

a) Synonym

Synonym are defined one of two or more words or expressions from the same language that have same or nearly the same meaning in some or all senses. Then, synonyms are a term for words with the same or nearly the same meaning as another word. Omega and Hasan (2014) define, "synonyms have different forms but have almost the same meaning." Kridalaksana (2009:204) says, "Synonym is if a word can be substituted (replaced) with another word in the same context and the meaning of the context does not change then the two words can be substituted for each other.

b) Antonym

Antonyms are defined as words that have different or opposite meanings. Antonyms also is a word that means the opposite or another word. Vehaar in Chaer (2009: 89) defines, "Antonyms as expressions (can be words, phrases, or sentences) whose meaning is considered the opposite of the meaning of other expressions". According to Rahardi (2010: 33) says, "Antonym is if the form has a meaning that is not the same as other meanings".

2. Procedure Text

a. Definition of Procedure Text

Procedure text is the text which describes how something is accomplished through some sequence of actions or steps. In the text of procedure, there are a lot of steps or instructions to do to make something and the instructions explains systematically and usually in imperative sentence and use simple present tense in order that the readers understand what something to do. It

also uses conjunction such as first, second, then, next, after that, etc.

There is definition of procedure text based on the experts such as, Pardiyono (2007:125), "Direction about the steps that must do to make the work can finish well can packed in a procedure text." Next, Iwuk (2007:54) says, "Procedure text is a text that contain about information that can help us to do something or to make something". Furthermore Djuharie (2007:38) stated, "Procedure text is giving the indication about some ways to do something. It means procedure text is a text that describes the way or steps to do something.

Maharani (2007:70) says "Procedure text is containing the instruction or instruction to do something." Siahaan (2006:63) says, "Procedure text is any written English text in which the writer describes how something is accomplished through a sequence of action or step. Procedure is a text containing four components, such as goals, materials, method, and re-

orientation by which a writer describes how something is accomplished through a sequence of action or steps”.

b. Purpose of Procedure Text

The purpose of procedure text is to make the readers understand and know how to make or operate something through sequential steps. Setyawan (2007:38) says, “The purposes of procedure text are to show the way to do or provide something through sequence of time.” Pardiyo (2009:128) states, “The purposes of procedure text are to tell steps to accomplish

something or jobs. In other word that procedure text informs the readers about the steps to accomplish something or jobs. It means in procedure text is shown the way or some method to do something and it happened in sequence of time.

c. Generic Structure

Generic structure is the general or the parts of the text which is arranged in sequence time to show the aim or the plot of the text. The generic structure contains the purpose or intent of writing the text. It contains the materials needed to make, do, or complete something. Setyawan (2008:3) describes, “Generic

structure of procedure text are: a) Goal means describe how something is done the usually stated as preface sentence, b) Materials is the materials or tools needed, and 3) Steps means the process something is done". Djuharie (2007:39) says, "Generic structure of procedure text are, goal/aim, material means describe the material needed, and steps means describe the steps to do something." Djuharie in Ruswinarsih (2007:2) defines, "The generic structures of procedure text that consist of three forms, namely Goal, Material, Steps." It means generic structure of procedure text consists of some general parts which has function one each other, then they united to form a good text that inform some information.

1. Aim/Goal

Goal is something that will be achieved in doing something/work, the goal usually describes how something is accomplished. Basically, procedure text is a kind of text that has a purpose to help everyone to do a task or more some things. According to Setiawan (2008:4), "The aim/goal of procedure text

usually stated clearly as the title of the text, or sometimes in introduction sentence form.” While, Maharani (2007:70) says, “Aim contains the purpose of activity or title”. Next, Pardiyono

(2007:128) says, "Aim/goal is the aim of written text. Aim/goal of procedure text use as title. Therefore, aim/goal put in the top of the text."

2. Material or ingredient

Materials are all of materials that needed to do something usually describe some tools that we need when we do the work. According to Setiawan (2008:4) defined, "For this part explains the materials or tools that needed." Then, Iwuk (2007:55) says, "Material is information about the substance that needed".

3. Steps/Methods

Steps/methods means an ongoing stage. It can also be said to be an action or step to achieve a goal. Steps or method is the way to accomplish the job work and usually we do action. Here will be reserved the processing how to do the work.

According to Iwuk (2007:55), "Method is the steps that must do. The step is written orderly. To make the reader easier to identify the sequence of events, steps in method are written use bullet." Then, Pardiyono (2007:129) says, "Closing (optional) contains a conclusion or statements about the other advice to be done"

d. Lexicogrammatical Features

Lexicogrammatical features is element of procedure text refer to the structure or grammar that used in writing a text. Here are some characteristics of grammatical features of procedure text. Lexicogrammatical is the rule in arranging a text. Every text has its own which is used to express and convey meaning of the text and make the text different with other. Furthermore, According to Pardiyono (2009:128), "Defines that procedure text has lexicogrammatical features as follow: 1) Using simple present tense,

2) Consist of instructor or imperative sentence, 3) Instruction is done in sequence (use sequence markers, first, second).”

b. TAI Learning Model

TAI learning model offers groups or teams to help low-ability students learn. Higher-ability students can help and teach their friends to work together in their groups (peer tutors). According to Slavin (2009:191) says, “Team Accelerated Instruction is a cooperative learning system whereby heterogeneous groups of individuals work together to master individualized assignments.” Awofala, Arigbabu & Awofala (2013:3) explain, “TAI model learning is a cooperative learning with individualized programmed instruction.” Widyantini (2006) defines, “Team Assisted Individualization (TAI) is a type of cooperative learning.”

Widyantini (2006) and Aris Shoimin (2013:200) defines, the steps of the TAI learning model include:

1. The teacher explains the learning material that has

been prepared by the teacher.

2. The teacher gives tasks in the form of questions individually to students to get a basic / initial score.
3. The teacher forms several groups consisting of 4-5 students with different abilities.
4. The results of individual student learning are discussed in the group. In group discussions, each member checks each other's answers group mates.
5. The teacher facilitates students in making summaries, directing, and assessing the learning material that has been and provide an assessment of the learning material that has been learned.
6. The teacher gives individual assignments to students to get the final score.
7. The teacher gives games to students with the groups that have been made.
8. The teacher rewards the group based on the acquisition of the value of improvement of individual learning outcomes from the baseline to the next quiz score. score.

c. Definition SQ3R Learning Model

SQ3R is a learning model used for studying of the texts or documents, firstly by understanding the text, and build a mental framework into the facts that can be applied. The SQ3R Learning Model can increase student activity in the

teaching and learning process so that in the teaching and learning process the activity is not only dominated by the teacher, thus students will be physically, emotionally, and intellectually involved which in turn is expected that the concept of changing objects taught by the teacher can be understood by students.

Muhiddin, (2020) defined SQ3R is one of the learning models that requires students to be more active to read efficiently in order to help students concentrate more on reading material.

Syah (2010) says, the SQ3R learning model is practical so it is in line with various learning approaches including the scientific approach used in classroom learning. Such as:

1. Survey
The teacher guides the students in observing and identifying existing subject matter, both in the form of textbook texts and learning activities.
2. Question
At this stage students formulate questions that are relevant to the text they have read and the activities they have done.
3. Read
This stage is a key stage, because students read intensively textbooks or other reference books to get the main idea and answers to the questions that have been made before.
4. Recite
At this stage, students write down the answers obtained for each question they have made using their own language that is easy to understand.
5. Review
Student activities at this stage are checking, looking back at all the questions and answers briefly. Students re-read the material section to confirm previous answers. In this review activity, the teacher can give a quiz to test students' understanding of the material taught.

II. METHODOLOGY OF RESEARCH

The research method is a way, systems, procedure, and rule by researcher to make the process of studying to be simple and should be followed by evaluate the research. This research using method quantitative is research that uses data analysis in the form of numeric or numbers. The purpose of quantitative research is to develop and use mathematical models, theories or hypotheses related to the phenomena being investigated by researchers. Total population in this research 166 and have the sample is 26 for XI IPA¹ and 28 students in XI IPA ². This research using test to collected data. Researcher by applying pretest and posttest design, here the design of the research. The design in this research using the Pretest Posttest Non-equivalent Control Group Design is a design that provides a pretest before being subjected to treatment, as well as a posttest after

being subjected to treatment in each group. Research methods are at their core logic. Suyanto, B and Sutinah (2010:223) says, "Establishing a research methodology to analyze or test whether there is a relationship between variables as stated in the research problem." Suryani and Hendryadi (2015:40) define, "Methods are the specific steps (or actions, stages, step-by-step approaches) to be taken in a particular order during research." According to Arikunto (2010:203), "Method of the research is the way that used a researcher to collecting data in a researcher."

The location of the research is at SMA Negeri 1 Padang Bolak Julu Academic Year 2022/2023. It is on Jl. Padangsidempuan KM. 19 Sipupus, Kec. Padang Bolak Julu, Kab. Padang Lawas Utara. This research used two experimental group, namely class XI IPA¹ which taught with the TAI learning model and class XI IPA² is taught with the SQ3R learning model.

III. RESULT

Based on the data analysis in this research, the researcher concluded that the result of this research is:

1. There is any significant effect of using TAI learning model in teaching reading comprehension of procedure text on the eleventh- grade students of SMA Negeri 1 Padang Bolak Julu. By using Wilcoxon Signed Ranks Test (SPSS 22) shows the sig score is less than 0,05 ($0.000 < 0.05$), and N-Gain = 35.87.
2. There is any significant effect of using SQ3R learning model in teaching reading comprehension of procedure text on the eleventh- grade students of SMA Negeri 1 Padang Bolak Julu. By using Wilcoxon Signed Ranks Test (SPSS 22) shows the sig score is less than 0,05 ($0.000 < 0.05$), and N-Gain = 19.92.
3. To know which one is better of TAI and SQ3R learning

model in teaching reading comprehension of procedure text. This research compares sig N-Gain score using TAI learning model (35.87) and the sig N-Gain score using SQ3R learning model (19.92). After comparing the N-Gain score 35.87 it is means then 19.92. It means TAI learning model is better then SQ3R learning model in teaching reading comprehension of procedure text.

IV. DISCUSSION

This research is support to the research of Nasution, R. I., and Amri, Z. (2020) *“The Effect of Team Accelerated Instruction (TAI) Strategy and Students' Motivation on Reading Comprehension of Analytical Exposition Text at Grade XI MIA of SMAN 3 Padang”*. Even though this study has differenced the both researcher but the result is relevant. The result shows that TAI learning model gives the effect in teaching reading

comprehension of procedure text. The other word TAI learning model gives effectivities the students in fail category and good category.

The next research is about "*Improving Students' Reading Comprehension by Using SQ3R Method*". This researcher was by Bakhtiar. A. (2018). Although this research has different methodology but the result is relevant. It means the research was conducted by applying experimental method but Bakhtiar. A, research has conducted by applying action research.

Based on the explanation above, the researcher was interested to compare TAI and SQ3R learning model in teaching reading comprehension of procedure text. After the researcher compared the score of N-Gain, the researcher finds out that the score of TAI learning model is 35.87 and SQ3R learning model 19.92. It means, TAI learning model is better

then SQ3R in teaching reading comprehension of procedure text.

CONCLUSION

Based on the result of application TAI learning model on students reading comprehension of procedure text the researcher compare sig N-Gain score is 35.87 and the sig N-Gain score using SQ3R learning model is 19.92. After comparing the sig N-gain score 35.87 it is means then 19.92. It means TAI learning model is better then SQ3R learning model in teaching reading comprehension of procedure text.

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